



Newsletter #5

Play4Guidance - A European Business Game to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills


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The P4G pilots

P4G Pilots play key role in end game design



The pilots are crucial for evaluating the impact of the simulation on the end user, and like all pilot studies they can test if there are any gaps, pedagogical or technical, in the project design. It is beneficial to carry them out with members of the relevant population, as it provides authentic insights into the end user experience and principally assesses feasibility in order to take the necessary measures to make the proposed project viable (Arain et al. 2010; Thabane et al., 2014).

(indirect stakeholders) are made aware of the P4G project and their own role in making the simulation the best that it can be, so that it will potentially be their number one choice of business tool in their respective classrooms. Redefining the aims of the project at the start of the day helps to put the day's focus in perspective i.e. that participants are part of a European initiative that seeks to contribute to the development of entrepreneurial competences in young people and unemployed people.

At the start of the pilot day participants **CONTINUED ON NEXT PAGE**



The P4G pilots

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In order to understand how the simulation proposes to contribute to the development of entrepreneurial competences **participants are presented with the game assessment – the Matrix, which sets skills’ standards**

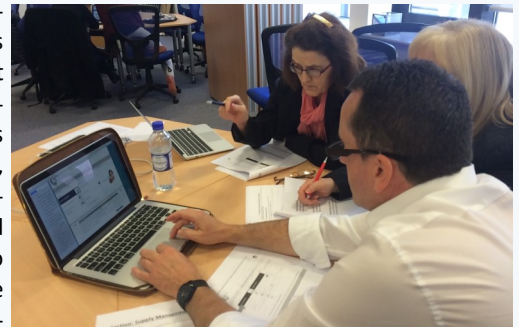
among target groups and countries. The Matrix, along with other educational resources that support the simulation, is available on the P4G website. Participants should also have an opportunity to **navigate the website and resources** so that they become familiar with the interface. An important part of the day is **introducing participants to a scenario** that can be used with their learners. The partnership has developed a number of scenarios that can be used with different learner groups in different contexts: each grounding the simulation in sound pedagogical practice.

As there is a competitive element to the online simulation, **participants can be put into teams with 3-4 players per team** to play a match. The competitive intensity of a simulation is advocated by Cadotte (2014) who sees this as an opportunity to **awaken the “entrepreneurial spirit of the players” as players are continuously pushed to do better by their competitors.**

References

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Whilst the competitive edge is motivating, it must also be noted that the levels of collaboration, teamwork, dialogue, inquiry and reflection also contribute to the overall pilot experience.



Gee (2007) highlights relationship building and participation in a social group as important features in game-based learning. By working in groups of 3-4 participants not only engage with one another, but also understand and make sense of their experience in the online simulation, as results are shared on a leaderboard.

By partaking in the pilots participants are also experiencing learning through their students’ eyes; they can see that **by using the simulation they are gaining practice in being an entrepreneur, thus bridging the gap between knowledge and skills needed in the workplace** (Jakab, 2014) . By contributing feedback throughout the day they are also providing authentic data from the end user, which will ultimately help to improve upon the P4G simulation design to make it more feasible for guiding students in entrepreneurial, transversal and mathematical skills.

International Centre for Innovation and Workplace Learning, ICIWL at DCU

The #p4Gpilot @DublinCityUni



After implementing the activities set out in the communication plan for the FB online community, DCU carried out its first pilot of the P4G online simulation with its indirect stakeholders. There was live tweeting during the day with #p4Gpilot used to disseminate the day's activities. The pilot took place on 28th May 2016 in the Executive Suite of the DCU Business School and was attended by 20 participants representing post primary, further, higher and third level education, unemployment centres, youth workers, SMEs and industry. The event was facilitated by business subject expert Meadhbh Cleary, Portmarnock Community School, who had successfully used the simulation with her post primary school students in January of this year. The p4G platform, educational resources, and evaluation tools were showcased to the group, who were then divided into 5 teams consisting of 4 members per team.

Participants were encouraged to construct their own understanding, ask questions, explore the business activities and reflect on decisions made through group discussions; all key aspects to experiential and social constructivist learning.



A valuable strategic management resource was also showcased to participants: the Business Model Canvas, which can be integrated into business studies' classes to help students develop understanding, discussion, creativity and analysis of a company's strategic management. Rich data was collected from the participants (written and video feedback) focusing on user experience and how to improve the simulation moving forward. Overall, the day's success stemmed from the invaluable collaboration, participation and dialogue amongst all present on the day; a community of practice that is committed to creating value for their learners i.e. the end user.

Play4Guidance Entrepreneurial Education Weekend



As a prelude to the face-to-face pilot session, stakeholders were invited to participate in the Play4Guidance (P4G) Entrepreneurial Education weekend (27-28 May) in the prestigious Helix at Dublin City University (DCU) and the Executive Suite of the DCU Business School. This event was sponsored by the [International Centre for Innovation and Workplace Learning \(ICIWL\)](#) - at DCU in collaboration with the European P4G project, which along with ICIWL is committed to working with professionals from a range of work contexts and supporting them to develop entrepreneurial mindsets to enhance their personal and professional lives. The theme of the weekend was educational entrepreneurship and

a variety of entrepreneurial approaches to research and learning technologies were showcased over the weekend ranging from online authoring tools to enhance primary and post primary school learning to video artefacts demonstrating the value of collaboration in industry and healthcare.

Keynote speakers included Dr. Yvonne Crotty, ICIWL at DCU, who expounded on the need for more entrepreneurial approaches to research and also reminded participants to partake in the P4G pilot run the following day; Seán Donnelly, eConsultancy UK, who discussed Digital Trends and the Modern Professional; and Paul Kelly, homeschool.ie and former contestant on the popular TV series Dragon's Den, who highlighted key entrepreneurial competences needed for running a modern day online business.

International Centre for Innovation and Workplace Learning, ICIWL at DCU

P4G 1st Pilot Phase in Greece addressing stakeholders

The 1st P4G Pilot Phase in Greece was successfully organised by the National and Kapodistrian University of Athens (NKUA) and Science View, on the 14th of June 2016, at the Technology Lab of the NKUA.

This pilot phase addressed stakeholders with a main aim to give them the opportunity to test the P4G Business Game, the Matrix and the Self-evaluation tool to verify PLAY4GUIDANCE Model effectiveness and reliability. In addition, stakeholders were invited to evaluate the P4G toolkits and educational materials in terms of usability, relevance and effectiveness as supporting tools for the P4G Business Game and its training and guidance aspect in supporting users to develop entrepreneurial, transversal and mathematical skills.



In the pilot there were 21 participants of different educational and professional background; education consultants, in-service teachers, post-graduate students and professionals. During the pilot, the participants were informed about the project and its main objectives and the innovative key features of the P4G BG in encompassing the P4G Matrix as a state-of-the-art reference to essential entrepreneurial skills and the P4G Self-evaluation tool as a powerful tool in supporting users to track their development and evaluate their competences.

The participants were challenged and highly engaged by the scenario 'Making ends meet' that negotiates critical issues and barriers in business operations in crisis times. Stakeholders considered the scenario very effective as a supporting tool to introduce users to the basic business activities that the game negotiates (management of supply, production management, management of marketing and sales) and guide them while playing the game, by highlighting key business activities and processes (strategic and operational factors and corresponding variables) in order to effectively run their business. The participants had the opportunity to experience two rounds of the P4G BG; one played against the com-

puter and a second one against each other, in teams. While playing the game, there was strong interaction among the members of the teams, who were highly engaged in the competitive features that underlie the game. Finally, the stakeholders filled in an ex-ante and post survey as well as the scenario worksheets and the evaluation tool, providing us with valuable data to verify PLAY4GUIDANCE Model effectiveness and reliability. The focus group phase at the end of the pilot enabled the participants to express their overall aspects regarding the P4G BG and supporting tools and their perspective for their exploitation.

Overall, the 1st P4G Pilot Phase was a successful event that gave us the opportunity to have stakeholders directly involved in the Model phase of the project by engaging them in hands-on activities regarding the P4G BG and relevant educational resources and evaluation tools and identify their perception of the P4G Model. At the end of the pilot, the participating Education Consultants expressed their willingness to apply and promote the P4G BG in a school setting, during the following school year, as a best practice for the development of entrepreneurial skills.

P4G 1st Pilot Phase in Italy

It was a very useful afternoon last 15th June in Castellanza. About a dozen of stakeholders with different roles (teachers, managers, people from career services) spoke about the possible uses of P4G BG as evaluation tool.

There was first a short introduction about the project in general and a little discussion about how the partnership chose the competences to evaluate. Then all the attendants were divided in teams and the game began!

After the game there was a very interesting discussion in which every players spoke about the experience of being a BG player and in general about the possible different uses of the P4G-BG.

At the end of the day we can say that it was a success because all the stakeholder agreed about the fact that the P4G-BG can be a tool for competence assessment. Everyone can use it in a different his own scenario with some minor change.

We collected many comments and suggestion that will be very useful to improve the game and the support material.



News in brief

2 upcoming pilots are scheduled until the early fall: 1 from BIA in Bulgaria and 1 from MEM in Turkey.

■ Following the first project national conference held in February 2016 that provoked the interest of various stakeholders, the Bulgarian Industrial Association has already started the organisation of different pilot meetings to test the P4G business game with high school professors, representatives of employment centres and human resources. The first pilot meetings to demonstrate and play the game in teams will take place on 22nd and 23 June in Sofia and in another neighbouring town.

■ Tekkeköy İlçe Milli Eğitim Müdürlüğü ,MEM, will realize its first pilot with the teachers and administrators of the secondary and high schools in the district. We will use the ICT classes of our two schools ;Tekkeköy Secondary School and Necati Akçağlılar High School to implement the pilots. The pilot will be held during the dates 6,7,8 September 2016 . On 6th and 7th of September teachers will be in the pilot, on 8th September the administrators and other participants from the university and job centers will be invited. We are planning to complete our first pilot with the participation of 80 secondary school teachers in Tekkeköy Secondary School and 60 high school teachers in Necati Akçağlılar High School. We expect the participation of 30 administrators and other experts .

3rd European Monitoring Conference NetWBL “Work-based Learning

The 3rd international conference on Work Based Learning is planned in 28 and 29 June 2016, in Berlin: http://www.net-wbl.eu/?page_id=245. It's organized by NetWBL, a network of 29 European national agencies, coordinated by the German National Agency at BIBB. It is funded by the European Commission, Directorate General Education and Culture (DG EAC).



Last year we had the pleasure and honor of being invited to present the P4G project as a good practice. At that time the P4G Business game and related resources were under construction. Now the

game is available and the partnership is running several pilots around Europe. Among the first findings from stakeholders interviews, we can say that the P4G Business Game can play a role in this field. A lot of interest has been shown for the introduction of the game in schools to support different forms of work approach, like apprenticeship. It has been considered, in fact, as a hyphen between classroom lessons and practical experiences in work environments.

The P4G is free and ready to use from our platform www.play4guidance.eu.

If you want to use it you are more than welcome, either if you are teacher, student, employee, unemployed, entrepreneur, manager, consultant, HR, etc.. your feedback will help us to improve this FREE, DIDACTIC and FOR GUIDANCE resource.

SIGN IN AND BECOME AN ENTREPRENEUR WITH OUR BUSINESS GAME!

Don't forget to visit the updated P4G website, where you'll be able to experience to P4G Business Game , communicate and exchange experiences and best practices with P4G players from all around the world! gain access to rich educational material ,find detailed guidelines and step-by-step booklets on how to play the game.

